

## SAVANNAH GROVE ELEMENTARY

2348 Savannah Grove Road  
Effingham, South Carolina 29541

**GRADES** K-6 Elementary School

**ENROLLMENT** 673 Students

**PRINCIPAL** Lionel O. Brown 843-664-8463

**SUPERINTENDENT** Joseph S. Nelson, Ed.D 843-669-4141

**BOARD CHAIR** Mrs. Doris Lockhart 843-664-0050

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	36	53	3	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

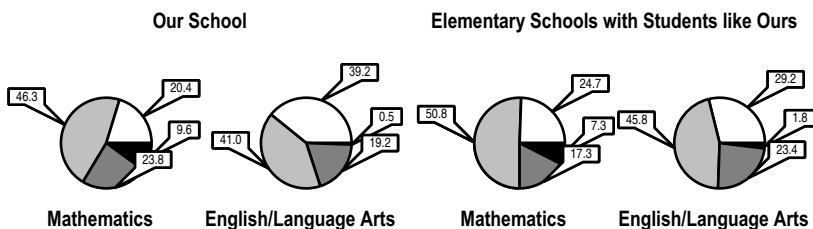
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




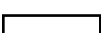
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	45	86	43
Percent satisfied with learning environment	97.8%	86.9%	76.2%
Percent satisfied with social and physical environment	97.7%	80.0%	62.8%
Percent satisfied with home-school relations	80.0%	87.2%	81.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	421	99.3	39.2	41.0	19.2	0.5	19.7	17.6
Gender								
Male	216	99.1	44.0	40.0	15.5	0.5	16.0	17.6
Female	205	99.5	34.1	42.2	23.2	0.5	23.8	17.6
Racial/Ethnic Group								
White	183	98.9	30.1	39.9	29.4	0.6	30.1	17.6
African-American	236	99.6	45.9	42.3	11.4	0.5	11.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	366	99.2	37.1	40.7	21.6	0.6	22.2	17.6
Disabled	55	100.0	52.9	43.1	3.9	N/A	3.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	421	99.3	39.2	41.0	19.2	0.5	19.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	421	99.3	39.2	41.0	19.2	0.5	19.7	17.6
Socio-Economic Status								
Subsidized meals	271	99.6	48.3	38.8	12.4	0.4	12.8	17.6
Full-pay meals	150	98.7	23.8	44.8	30.8	0.7	31.5	17.6

Mathematics								
All students	421	99.8	20.4	46.3	23.8	9.6	33.3	15.5
Gender								
Male	216	99.5	21.9	44.8	24.9	8.5	33.3	15.5
Female	205	100.0	18.8	47.8	22.6	10.8	33.3	15.5
Racial/Ethnic Group								
White	183	100.0	13.3	44.8	28.5	13.3	41.8	15.5
African-American	236	99.6	25.9	47.3	20.0	6.8	26.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	366	100.0	16.4	46.7	26.2	10.7	36.9	15.5
Disabled	55	98.2	47.1	43.1	7.8	2.0	9.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	421	99.8	20.4	46.3	23.8	9.6	33.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	421	99.8	20.4	46.3	23.8	9.6	33.3	15.5
Socio-Economic Status								
Subsidized meals	271	99.6	27.3	47.9	17.4	7.4	24.8	15.5
Full-pay meals	150	100.0	9.0	43.4	34.5	13.1	47.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	87	N/A	20.9	41.9	36.0	1.2	37.2
	Grade 4	83	N/A	18.1	42.2	38.6	1.2	39.8
	Grade 5	82	N/A	26.8	51.2	22.0	N/A	22.0
	Grade 6	77	N/A	19.5	58.4	22.1	N/A	22.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	114	99.1	22.2	48.1	28.7	0.9	29.6
	Grade 4	93	100.0	31.8	42.4	25.9	N/A	25.9
	Grade 5	114	98.2	54.0	39.0	7.0	N/A	7.0
	Grade 6	100	100.0	50.0	33.7	15.2	1.1	16.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	87	N/A	24.4	31.4	30.2	14.0	44.2
	Grade 4	83	N/A	26.5	33.7	16.9	22.9	39.8
	Grade 5	82	N/A	28.0	48.8	15.9	7.3	23.2
	Grade 6	77	N/A	6.5	16.9	33.8	42.9	76.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	114	100.0	14.7	55.0	28.4	1.8	30.3
	Grade 4	93	98.9	15.5	28.6	28.6	27.4	56.0
	Grade 5	114	100.0	37.3	48.0	12.7	2.0	14.7
	Grade 6	100	100.0	13.0	50.0	26.1	10.9	37.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 673)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.9%	Up from 0.8%	2.7%	2.4%
Attendance rate	95.5%	Up from 93.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.6%	Up from 7.4%	11.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.2%	Up from 3.7%	8.7%	8.0%
Older than usual for grade	1.0%	Down from 1.5%	1.3%	1.1%
Suspended or expelled	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	74.4%	Up from 57.5%	46.4%	50.0%
Continuing contract teachers	84.6%	Up from 77.5%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	Up from 82.9%	86.0%	86.2%
Teacher attendance rate	94.5%	Down from 95.2%	95.3%	95.3%
Average teacher salary	\$38,077	Up 2.2%	\$39,347	\$39,909
Prof. development days/teacher	12.4 days	Down from 15.7 days	12.7 days	11.4 days

School				
Principal's years at school	17.0	No change	4.0	4.0
Student-teacher ratio	22.2 to 1	Up from 21.2 to 1	18.8 to 1	18.9 to 1
Prime instructional time	89.6%	Up from 87.8%	89.5%	89.7%
Dollars spent per pupil*	\$5,888	Up 26.6%	\$5,876	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 65.6%	66.2%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Up from 98.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

In the quest to continue to enable our students to be lifetime learners, Savannah Grove's administration, staff, parents and community have worked together to achieve this common goal. Our students have performed outstandingly, academically, as well as artistically. Among their accomplishments are:

210 Presidential Academic Awards

280 Presidential Improvement Awards

130 Art Gifted and Talented Program (Horizons)

20 Works of art on display in Washington, DC at the Public Education Network

80 Works of art on permanent display at the SC State Dept. of Education

100 International Baccalaureate Program

Cultural Fair

Sponsored First County Wide Engineering Racer Challenge at Francis Marion University

Monthly Parent Workshops

Field Trips to Houston, Texas- Atlanta, GA,-Charlotte, NC-Camp Bob Cooper-Columbia, SC-Myrtle Beach, SC-and local educational sites

As Savannah Grove embarks upon the beginning century, we are encouraged with what the future will bring. We believe each and every student must raise to a higher level of academic challenge. We believe the expansion of technology will reach to unimaginable levels. This means that our students must be not only technologically literate, but also technologically competent. Together, we must do everything possible to ensure the window of opportunity is widened for each and every student here at Savannah Grove Elementary School. There is still much work to be done. Test scores must improve. Student attendance must improve. Reading, Math, and Science Standards must be accomplished. And as importantly, each and every student must develop essentials of good character. With this combination the success for each and every student is imminent.

Lionel Brown, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.